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| **Language and Level** | | French – Novice High 🡺 Intermediate Low | | | | | |
| **Theme** | | **Global Challenges:** Education | | | | | |
| **Important/Essential**  **Question(s)** | | Why can’t all young people go to school? | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | * Describe the current status of education of young people locally, nationally, and globally * Identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school * Give reasons why going to school is important to oneself and locally, nationally, globally * Give examples of initiatives to support schooling for all young people around the world * Connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication | | | | | |
| **Integrated**  **Performance**  **Assessment**  *(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task. )* | | **Interpretive Tasks** | | | | | |
| Students watch a movie about a young girl in Sénégal. Afterwards the students will describe how the girl’s life was represented in the film, and how it was influenced by the lack of education.  Students examine two Internet sources in order to describe initiatives that support schooling for all young people around the world. | | | | | |
| **Presentational Task** 🡸 | | 🡺 **Interpersonal Task** | | | |
| Students design a plan for continued collaboration with a school in (x); present the plan to other classes/schools to encourage their participation. | | In small groups, students discuss ideas for continued collaboration with a school in (x) and how to involve other classes/schools/community in the collaboration. | | | |
| **Cultures** | | **Product:** School **Product:** Daily class schedule  **Practice:** Going to School **Practice:** Required vs elective courses  **Perspective:** Importance of school for all young people in (x) **Perspective**: Purpose of school | | | | | |
| **Comparisons** | | **Culture** | | | **Language** | | |
| Reasons to attend/not attend school  Number of years students spend in school  Daily class schedules in school  School year calendar | | | “une année blanche” | | |
| **Connections** | | **Other Disciplines** | | | **Technology** | | |
| **Social Studies:**  Education as a children’s right (United Nations)  Education systems/practices around the world  Global challenge of educating all young people  **English Language Arts:**  Synthesis of information from a variety of sources  Sharing information and ideas with others through discussions | | | [www.epals.com](http://www.epals.com) allows you to connect with classrooms around the world  [www.skype.com](http://www.skype.com) allows you to connect with others via live video  [www.education.weebly.com](http://www.education.weebly.com) allows you to create an interactive website | | |
| **Communities** | | Inform other classes/schools/community about the opportunities for collaboration with the school in (x) and encourage their participation. | | | | | |
| **Connections to Common Core** | | **Writing: 6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening: 2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | |
| **Tool Box** | | | | | | | |
| Language Functions | | | Structures / Patterns | | | Essential Vocabulary | |
| **Compare** *various components of school systems* | | | plus de, moins de, autant de | | | Les droits des enfants  Manquer de formation  Aller à l’école/Assister aux cours  Réussir/échouer  Relier/Partager/Echanger  L’alphabétisation  Obligatoire/facultative  Interdit/permis | |
| **Describe** *school schedules* | | | adjective agreement and position | | |
| **Express opinions** *on the importance of school* | | | Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que | | |
| **Key Learning Activities** | | | | | | | |
| Standards  Focus | Learning Activity | | | | | Purpose | In-class /  Home |
| Interpersonal | Small groups: brainstorm reasons why all young people in the world can’t go to school | | | | | Assess background knowledge | In-class |
| Interpretive | View: <http://prezi.com/_9icbrqc-uhg/education-counts/> | | | | | Provide global context | Home |
| **Resources** | | | | | | | |
| *La Petite Vendeuse de Soleil* – film about girl in Sénégal  World Wise Schools website about education  <http://wws.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=3578>  Film explaining importance of education for all children  <http://www.youtube.com/watch?v=OI3eK2r75T8> = | | | | | | | |